State of Rhode Island and Providence Plantations
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Angélica Infante-Green
Commissioner

Enclosure 5d
August 20, 2019

September 17, 2019

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner

RE: Endorsements – Dyslexia, Multilingual Learners, and Computer Science

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In December 2018, the Council on Elementary and Secondary Education promulgated new certification regulations that included provisions that endorsements "may be added to existing certificates in recognition of expanded or specialty area expertise" (p. 59). Endorsement plans of study are not at the same breadth and depth of a certification. The endorsements may not be used in lieu of state-required certification for assignments.

RIDE has worked with stakeholders to identify three endorsement areas (Dyslexia, Multilingual Learners, and Computer Science) and to develop the competencies associated with each endorsement. All approved plans of study will need to ensure that educators demonstrate these competencies prior to receiving an endorsement.

RECOMMENDATION: THAT the Council on Elementary and Secondary Education approve the following endorsement areas:

1) **Dyslexia**
2) **Multilingual Learners**
3) **Computer Science**

Endorsement Competencies

Dyslexia Endorsement

1. Demonstrate and apply foundational knowledge on the science of reading development and reading difficulties derived from interdisciplinary research with special emphasis on language/literacy needs of students with dyslexia and other language-based learning disabilities.

2. Differentiate, accommodate, and scaffold instruction to address the reading difficulties demonstrated by students with dyslexia and other language-based learning disabilities.

3. Select and conduct assessments within a Response to Intervention or Multi-Tiered Systems of Support Framework, analyze assessment data to inform instruction, and communicate findings with students, families and other educators.

4. Implement structured literacy instruction in all major skill domains (phonological and phonemic awareness, phonics and word recognition, automatic and fluent reading of text, vocabulary, listening and reading comprehension, and written expression) and review instruction based on analysis of student data.

Multilingual Learners

1. Demonstrate and apply English language proficiency and serve as a language model for English learners in the areas of speaking, listening, reading and writing.

2. Design and implement standards-based instruction, use evidence-based research, make instructional decisions based on assessment data, and apply strategies within an approved curriculum specific to the needs of multilingual learners.

3. Understand and apply foundational concepts in the areas of theories in first and second language acquisition and English linguistics derived from interdisciplinary research.

4. Recognize how the educator's identity, culture, role, and biases may impact the interpretation of multilingual learners' strengths and needs.

Computer Science

1. Demonstrate and apply grade band appropriate knowledge of computer programming, algorithms, abstraction, computer systems, computer networks, data science, digital literacy, cybersecurity, and the impact of computing in society.

2. Design and implement grade band appropriate computer science instruction.

3. Understand and apply techniques to foster an inclusive computing culture and environment for instruction.

4. Assess student learning in computer science and use it to inform instruction.